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MONTANA HOME SCHOOL STUDY

September 1989

Based on Research by
Bill Kennedy

Office of Public Instruction
Nancy Keenan, Superintendent
State of Montana

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Montana Home School Study

Introduction

The world of home schooling today is small, but vigorous and diverse. Home schoolers appear to share at least one belief: that parents can and should be deeply involved in the education and development of their own children. Otherwise, reasons for undertaking home schooling may be as varied as the families and children involved. (Lines, 1987)

Although home schooling predates established schools in our country, John Holt led the movement to seek alternative education by teaching his followers to be skeptical of governmental institutions in the late 1970s. A second group of home schoolers, the Christian fundamentalists, was led by Ray Moore, who felt that our lives revolve around God, morals, values, and prayers, and that biblical teachings should be part of the educational system. Holt and Ray have led a small but steady stream of parents away from public schools for the security and control over education that they exercise at home.

Are home schools on the rise? In 1985-86, Patricia Lines, a policy analyst for the U.S. Department of Education and an acknowledged expert on the subject, counted about 50,000 subscribers to various curriculum services that provide home schoolers with teaching materials. However, the Home School Legal Defense Association of Virginia estimates between 200,000 and 300,000 home school students. (Kohn, 1987)

A private survey in Washington state found two-thirds of all home schooled children had been in that situation for two years or less, while a Florida survey found that only 30 percent of the students learning at home had done so during the previous year. (Kohn) These figures suggest a short stay in home schools.

Changes in many state laws should persuade home schools to report to county agencies, thus providing more authoritative data. By the end of 1986, every state permitted home instruction in some form. Only a few strictly regulate it. Iowa, Michigan, and North Dakota require teachers in home schools to be certified. (Lines, 1987) Florida repealed such a requirement in 1985. Although twelve states have statutes mandating that children be educated, the source of instruction is not identified. After various court decisions, the nine states that require school attendance accepted home school attendance.

Most home school parents feel that it is their right to educate their children as they see fit. The Civil Liberties Union summarizes its policy on this matter:

> In the interest of parental right to choose an alternative to public education, home instruction with safe-guards, such as approval of curriculum or testing of the child, should be extended to all jurisdictions because the state's interest in assuring minimum levels of education does not extend to control of the means by which that interest is realized. (Lines)

Montana Law

In 1983, the Montana Legislature enacted statute 20-5-102, **School Laws of Montana**, which allowed home schools in Section 2(f).

Compulsory enrollment and excuses. (1) Except as provided in subsection (2), any parent, guardian, or other person who is responsible for the care of any child who is 7 years of age or older prior to the first day of school in any school fiscal year shall cause the child to be instructed in the program prescribed by the Board of Public Education pursuant to 20-7-111 until the later of the following dates:

(a) the child's 16th birthday;

(b) the date of completion of the work of the 8th grade;

(2) such parent, guardian, or other person shall enroll the child in the school assigned by the trustees of the district within the first week of the school term or when he establishes residence in the district unless the child is:

(a) enrolled in a school of another district or state under any of the tuition provisions of this title;

(b) provided with supervised correspondence study or supervised home study under the transportation of this title;

(c) excused from enrollment in a school of the district when it is shown that his bodily or mental condition does not permit his attendance and the child cannot be instructed under the special education provisions of this title;

(d) excused from compulsory school attendance upon a determination by a district judge that such attendance is not in the best interest of the child;

(e) excused by the Board of Trustees upon a determination that such attendance by a child who has attained the age of 16 is not in the best interest of the child and the school; or

(f) <u>enrolled in a nonpublic or home school that complies with the provisions of 20-5-109. For the purposes of this subsection (f) a home school is the instruction by a parent of his child, a stepchild, or ward in his residence and a nonpublic school includes a parochial, church, religious, or private school.</u> (Emphasis added.)

To qualify for exemption from compulsory enrollment under this statute, home schools must meet the requirements of 20-5-109, **School Laws of Montana:**

Nonpublic school requirements for compulsory enrollment exemption. To qualify its students for exemption from compulsory enrollment under 20-5-102, a nonpublic or home school shall:

(1) maintain records on pupil attendance and disease immunization and make such records available to the county superintendent of schools by request;

(2) provide at least 180 days of pupil instruction or the equivalent in accordance with 20-1-301 and 20-1-302;

(3) be housed in a building that complies with applicable local health and safety regulations;

(4) provide an organized course of study that includes instruction in the subjects required of public schools as a basic instructional program pursuant to 20-7-211; and

(5) in the case of home schools, notify the county superintendent of schools of the student's attendance at the school.

Survey Instrument

Since the 1983 legislative session, home schools have been an option available to parents for educating their children. However, the Montana Office of Public Instruction has had little information about home schools until this study, which relied upon the single mailing of a survey consisting of multiple choice and short answers. (See appendix for sample.)

Data was collected from home schoolers, county superintendents, and school principals. One thousand surveys were sent out; 56 to county superintendents, 419 to school principals, and 525 to parents registered with county superintendents for the 1988-89 school year with home schools. Of those sent to superintendents, 88 percent were returned; to principals, 53 percent; and to home school parents, 31 percent were returned.

Responses are discussed in 15 categories, ranging from the number of home schools in Montana to comments. Percentages are rounded off to the nearest whole number.

Home Schools in Montana

Of the 49 county superintendents responding, 90 percent had home schools registered in 1988-89. That was 725 home schools, compared to 564 home schools in 1987-88.

Counties	Home Schools 1987-88	Home Schools 1988-89
Beaverhead	5	5
Big Horn	4	8
Broadwater	3	3
Carbon	10	14
Cascade	28	36
Chouteau	5	4
Custer	3	3
Daniels	0	0
Dawson	10	8
Deer Lodge	4	4
Fallon	2	2
Fergus	7	10
Flathead	86	100
Gallatin	37	72
Garfield	2	2
Glacier	2	2
Granite	4	2
Hill	8	6
Jefferson	20	22
Judith Basin	0	2
Lake	32	53
Lewis & Clark	28	33
Liberty	1	2
Lincoln	28	58
Madison	0	6
McCone	0	1
Missoula	30	43
Musselshell	4	5
Park	24	38
Petroleum	1	1
Phillips	1	5
Pondera	4	3
Powder River	0	0
Powell	8	9
Prairie	1	1
Ravalli	31	23
Richland	1	1
Roosevelt	11	6
Sanders	15	20

Sheridan	0	0
Silver Bow	8	10
Sweet Grass	1	1
Teton	4	4
Treasure	0	0
Toole	2	4
Valley	8	6
Wheatland	3	3
Wibaux	0	0
Yellowstone	78	84

Children Served Per Home School

Of the home school parents responding, 39 percent have two students and 55 percent of the county superintendents reported two students per home school. From total respondents, 31 percent have one student; 39 percent have two; 21 percent have three; and only 7 percent have four or more.

Grade Levels

Approximately 80 percent of the students in home schools are designated as grades K-6. The following table indicates that while the majority of home school children fall into the K-3 level, many families teach children in multiple grades.

Levels Taught in Home School

	K-3	4-6	7-8	9-12
Respondents	97	74	47	31
Percentage	61%	46%	29%	19%

Geographic Location

Of those responding, 54 percent indicated they lived in a rural region, 16 percent in small towns, and 30 percent urban, although Montana's largest city has only about 100,000 residents.

Longevity of Home Schools

When asked how long they planned to keep children in a home school, 15 percent of the parents chose one year; 19 percent two to three years; 41 percent three or more years; and 70 percent permanently. However, when asked about plans for high school, 51 percent plan to continue with home school; 19 percent will use private school; 20 percent will use public school; and 18 percent have other plans. How many years had respondents provided home schools? One year, wrote 19 percent; two years, 24 percent; three years, 15 percent; and four or more years, 37 percent. Although about half of the superintendents didn't know why some home school parents returned children to public schools, most principals felt the parents found they did not have sufficient time for home school responsibilities.

Cost of Home Schooling

The following table indicates cost estimates for home schooling. Some respondents also stated one income was lost when one parent stayed home to teach school.

Annual Cost for Education of Home School Student

	Respondents	Percentage
$200 or less	32	20%
$201-500	82	51%
$501-1,000	28	18%
$1,001 or more	7	4%

Curriculum Materials

Although more than one source of materials is used by home schools, 41 percent get primary materials from A Beka; 35 percent in public libraries; 12 percent from American Christian Education; 11 percent from public schools; and 6 percent from other sources. Enrichment-type classes offered by homes schools include field trips (93%); physical education (92%); music (83%); and art (86%). Computers are not used in 61 percent of the home schools. Eighty-three percent of home school respondents do not participate in public school programs.

Although most principals don't offer services to home schools, those services offered by school districts are summarized in the following table.

Services Currently Offered By School District

	Responses	Percentage
Participation in Staff Trainin	7	3%
Special Education	24	11%
Curriculum Materials	25	11%
Chapter 2	41	18%
Other	11	5%

Assistance Desired by Home Schoolers

The majority of home school respondents do not want assistance from the public schools. The following tables summarize the types of assistance home schoolers would like from public schools, from county superintendents and from the Office of Public Instruction.

Assistance Home Schoolers Would Like From Public Schools

	No. of Respondents	Percentage
Curriculum Materials	39	24%
Training for Parents	7	4%
Participate in Extracurricular Activities	60	38%
Other	26	16%
None	69	43%

Assistance From County Superintendents

	No. of Respondents	Percentage
Curriculum Materials	39	24%
Curriculum Planning/ Lesson Preparation	13	8%
Achievement Testing	52	33%
Training for Parents	8	5%
Other	11	7%
None	75	47%

Challenges

County superintendents listed their greatest problems in working with home schools as 1) home schools not reporting, 2) home schools not wanting interference from superintendents, 3) children not given quality educations, 4) no achievement testing, and 5) unwillingness of home schools to participate in services offered.

Home schoolers are challenged by 1) finding time to manage school and home, 2) dealing with public opinion, 3) finances, 4) selecting curricula, and 5) finding stimulating material.

Records

Although the majority of home schoolers keep attendance (57%) and immunization records (73%), county superintendents generally don't know if grades, standardized test scores, or lesson plans and goals are recorded by home schoolers.

Rewards

Home school parents listed as their greatest rewards 1) a closer relationship with their children, 2) family togetherness, 3) one-on-one instruction, 4) instilling family religious beliefs and morals, and 5) growth in mind and character of child. Most home school parents (65%) were involved in a support group as a source of interaction for their children and reinforcement for themselves and to help with field trips, extra-curricular activities, peer support, and information.

Changes Needed in State Law

Half of the county superintendents wanted changes in the statute, **Nonpublic School Requirements for Compulsory Enrollment Exemption** (20-5-109, MCA), including the addition of mandated supervision of home schools, teacher certification requirements, clarification of the responsibility of county superintendents,

filing of enrollment forms, and setting the number of home school hours per day.

For **Nonpublic School Requirements for Compulsory Enrollment Exemption** (20-5-109, MCA), 65 percent of the superintendents wanted various changes, such as requiring written annual notification (passed in the 1989 Legislature), lesson plans and curriculum sent to the county superintendents, standardized testing, and certified teachers.

Reasons for Home Schooling

Religious conviction and a dissatisfaction with the moral climate in public schools are the major reasons for home schooling for about half of all respondents. Parents cited the desire to teach one-on-one as their second-choice reason and dissatisfaction with the educational progress of the child as third choice. County superintendents shared that second choice and special needs of the child not met was their third choice reason. Principals thought the lack of privacy in public schools and the desire to spend more time with their child were second and third-choice reasons for home schooling.

Difficulties Returning to Public Education

With 106 students returning to public schools from the home schools during the 1987-88 school year, almost 60 percent of the responding principals reported no difficulties for these students adjusting to public school. However, 19 percent felt students were

behind in class; 12 percent reported difficulty with social adjustments; 9 percent reported some other difficulties; and 1 percent experienced home schoolers ahead of their classes.

Comments

The comments section of the survey also shed some light upon the home school situation in Montana. Most home school parents praised the state for letting parents home school their children. Comments by home school parents included the following:

> We don't ask that you agree with our home schooling, but as concerned parents we ask that you give us the freedom to raise our children as we feel responsible.
>
> We are returning to Montana partially because of the ability and the freedom of having home schooling for anyone interested. Government money means government control. We are interested in raising individuals.
>
> It's difficult at times, but I believe it's very worthwhile and I believe it to be an option which benefits society, directly or indirectly.
>
> Public schools overrule the parents, provide funding for violent sports (football), and do so little to prepare the child for family living. Very little attention is put to good education, not all the people can be football players and queens. The child is ridiculed if he does not take part.
>
> Some comments from county superintendents:
>
> Give us some teeth to enforce current laws.
>
> I am not in favor of toughening up the home school laws to force certification of parents teaching their own children as the MEA wants or to force them to use curriculum from their local public school. Ninety-nine percent of home school parents are doing an excellent job; I have seen their achievement scores and they are excellent. Why harass them?

There should be some way of preventing parents taking children willy-nilly out of school just because they're upset with a teacher and/or school.

Principals comments included:

Home schools should be more accountable. Perhaps the county superintendents should be in a direct supervision role.
I keep in touch with home schoolers. Most are doing a good job--I wonder about social skills--to a degree.

The parents should be required to furnish necessary information to evaluate student progress.

From my information, home school programs lack intensity, and it is impossible for most parents to provide instruction in all academic areas.

Some of these students have serious adjustment problems when they come to us or the high school level.

Conclusions

Statistical data indicates that home schooling is on the increase and that most home schools are found in rural areas, with two elementary students. Although national polls show home schooling to be short lived (1-2 years) and 43 percent of the parents had home schooled for two years or less, the majority of parents hoped to continue with home schooling over four years or permanently. Although finding quality curriculum materials posed a difficulty for home school parents, they expressed little interest in assistance from local school districts. Concerned by their financial burden, most home school parents spent between $200 and $500 per child to educate at home.

Though challenged by managing time to teach, these parents feel rewarded by the familial relationships built by home

schooling. The major reason for home schooling is linked to religious conviction.

Professional educators see a need for further clarifications and supervision mandates in state laws regarding home schooling, while home schoolers appreciate their vagueness.

Recommendations

An additional survey of home school parents should be initiated in an attempt to improve their 31 percent response rate. Parents who have home school should be involved in the development and distribution of the survey.

A group of parents, superintendents, principals, and teachers should meet to resolve conflicts in the Montana statutes and recommend possible changes.

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HOME-SCHOOL SURVEY
Due May 19, 1989

Dear County Superintendent:

Since the 1983 Legislative Session, home schools have been an option available to parents for educating their children. Our office has had little information about these schools. We hope this brief survey will provide a better understanding of the status of home schools in our state. An alternative survey has been prepared for home-school parents and school administrators. We are asking you to assist us by completing the survey on the basis of home-school status in your county.

As a reward for use of your limited time, we would like to host a continental breakfast for your group during your next spring meeting in Helena. The more surveys returned, the nicer the breakfast.

Thank you.

Gail Gray
Assistant Superintendent
Curriculum Services

Bill Kennedy
Coordinator
Home-School Study

_____ 1. Do you have any home schools in your county for the 1988-89 school year? Please indicate by "yes" or "no" in the response line to the left. If "no," sign the line below and indicate your county. Refold the survey form and staple so that the Office of Public Instruction address is on the outside. If "yes," please continue the survey.

_____
Name County

_____ 2. To the best of your knowledge, how many home schools are in your county this school year (1988-89)?

_____ 3. How many home schools were in your county last school year (1987-88)?

_____ 4. Approximately how many children were served per home school (average)?
- a. One
- b. Two
- c. Three
- d. Four or more

_____ 5. What grade levels are students who are being taught in the home schools?
- a. More than 75 percent of students are at grades 1-3
- b. 80 percent of students are in grades 1-6 and 20 percent are in grades 7-12
- c. 50 percent of students are in grades 1-6 and 50 percent are in grades 7-12
- d. I have insufficient information to make an approximation of grade levels of students served in home schools.
- e. Other, please expand on this _____

_____

7. Rank the following reasons in order of importance (1 being the most important) for parents' movement of their children from public schools to home schools:
   - _____ a. Religious convictions or dissatisfaction with moral climate in public schools
   - _____ b. Desire to spend more time with their child
   - _____ c. Dissatisfaction with educational progress of students
   - _____ d. Lack of privacy in public schools
   - _____ e. Special needs of child not met
   - _____ f. One-on-one instruction
   - _____ g. Other, please list _____

     _____

8. Rank the following reasons parents return their children to a public school from a home school:
   - _____ a. Accomplish parent's objective in home schooling
   - _____ b. Parent did not feel they have sufficient time for home school responsibilities
   - _____ c. Cost of home schooling
   - _____ d. Child wanted to return to public school
   - _____ e. Illness in family or change in family unit
   - _____ f. I do not have an opinion on this

9. Please list the most common source(s) of curriculum materials used by home schools in your county.

   _____

   _____

_____ 10. Does your office offer any of the following services to home schools? If yes, please check those services that are utilized by home-school parents:
   - _____ a Participation in staff training
   - _____ b. Special education
   - _____ c. Curriculum materials and other resources (loan or gift)
   - _____ d. Chapter 2
   - _____ e. Achievement testing
   - _____ f. Other, please list _____

     _____

11. Which of the following best describes records kept by home schools in your county? Please use the following key for making your responses:
    - M – Most schools keep these records
    - F – Few schools (less than 25 percent) keep these records
    - ? I do not know

    _____ a. Attendance
    _____ b. Immunization
    _____ c. Grades
    _____ d. Standardized test scores
    _____ e. Lesson plans and goals
    _____ f. Other, please indicate _____

12. Please list the three greatest problems you encounter in working with home schools.
    1) _____
    2) _____
    3) _____

13. How could the Office of Public Instruction help you with regard to home schools? _____

    _____

    _____

14. Please comment on changes needed in the following statutes with reference to home schools.
    a. 20-5-102—Compulsory enrollment and excuses

    _____

    _____

    _____

    b. 20-5-109—Nonpublic school requirements for compulsory enrollment exemption

    _____

    _____

    _____

Thank you again for your assistance. If requested, we will be happy to report the findings of our survey to your association.

_____ _____
Signature County

Please refold the survey form and staple so that the Office of Public Instruction address is on the outside.

HOME-SCHOOL SURVEY
Due May 19, 1989

Dear School Principal:

Since the 1983 Legislative Session, home schools have been an option available to parents for educating their children. Our office has had little information about these schools. We hope this brief survey will provide a better understanding of the current status of home schools in our state. An alternative survey has been sent to a sample of home-school parents and all county superintendents. We know you are very busy, so we particularly appreciate your time on the survey response. Thank you.

Gail Gray
Assistant Superintendent
Curriculum Services

Bill Kennedy
Coordinator
Home-School Study

Please respond to each question to the best of your knowledge.

_____ 1. How many home schools are in your district this school year (1988-89)?

_____ 2. How many home schools were in your district last school year (1987-88)?

_____ 3. Approximately how many children were served per home school (average)?

_____ 4. If children in home schools were in a graded program, what grades would be taught?
- a. More than 75 percent of students are at grades 1-3
- b. 80 percent of students are in grades 1-6 and 20 percent are in grades 7-12
- c. 50 percent of students are in grades 1-6 and 50 percent are in grades 7-12
- d. I have insufficient information to make an approximation of grade levels of students served in home schools.
- e. Other, please expend on this _____

_____

_____ 5. How many children transferred to the public schools from home schools after the 1987-88 school year?

6. What, if any, difficulties were experienced by students adjusting to public schools from a home school? (Please use brief descriptions, i.e., none by most returnees, difficulty in adjusting to classroom procedures, ahead or behind in specific subject areas.)

_____

_____

7. Rank the top four of the following reasons parents move their children from public schools to home schools (1 = most common):
- _____ a. Religious convictions or dissatisfaction with moral climate in public schools
- _____ b. Desire to spend more time with their child
- _____ c. Dissatisfaction with educational progress of students
- _____ d. Lack of privacy in public schools
- _____ e. Special needs of child not met
- _____ f. Other, please list _____

_____

8. Rank the top four reasons parents return their children to a public school from a home school (1 = most common):
- _____ a. Accomplish parent's objective in home schooling
- _____ b. Parents did not feel they have sufficient time for home school responsibilities
- _____ c. Cost of home schooling
- _____ d. Child wanted to return to public school
- _____ e. Other, please list _____

_____

_____ 9. Does your district receive records (test scores, attendance, curriculum) from the home-school parents when children enroll in the public schools? If yes, please list record types.

_____

_____

_____ 10. Do any home schools report to your school the current progress of their children (while still in home school)?

_____ 11. Does your district offer any of the following services to home schools? If yes, please check if these services are utilized by any home-school parents:
- _____ a. Participation in staff training
- _____ b. Special education
- _____ c. Curriculum materials
- _____ d. Chapter 2
- _____ e. Other, please list _____

_____

_____ 12. How do you determine grade placement for students returning to public schools from a home school?
- a. Standardized Achievement Test
- b. Criterion Reference Test
- c. Place according to chronological age
- d. Use parental recommendations
- e. Combination of a-d
- f. Other, please indicate _____

13. What recommendations do you have for the Office of Public Instruction on future activities/actions regarding home-school issues?

_____

_____

_____

14. Other comments _____

_____

_____

Please check the appropriate classification.

Elementary_____ High School_____

District Enrollment:

1-100	_____
101-200	_____
201-300	_____
301-1,000	_____

If you serve both elementary and high school districts, check both in district type and make an "E" or "HS" for the appropriate enrollment.

Thank you again for your assistance. We should have the study completed by July 15, 1989. If you would like a copy of survey results, please place a check in the box to the right. ☐

Please refold the survey form and staple so that the Office of Public Instruction address is on the outside.

HOME-SCHOOL SURVEY
Due May 19, 1989

Dear Home-School Parent.

Since the 1983 Legislative Session, home schools have been an option available to parents for educating their children. Our office has had little information about services provided for your children. Your time in completion of this brief survey would be greatly appreciated. Questions about the survey can be directed to Gail Gray, Assistant Superintendent for Curriculum Services, Office of Public Instruction, at 444-2089.

Gail Gray
Assistant Superintendent
Curriculum Services

Bill Kennedy
Coordinator
Home-School Study

Your response to the following questions is appreciated.

_____ 1. How many children are served in your home school? (Please indicate a, b, c or d on line to the left of 1.)
- a. One
- b. Two
- c. Three
- d. Four or more

_____ 2. If your child were in a graded program, what levels would be taught in your home school? List all applicable letters (a, b, c or d) if you serve more than one group.
- a. Kindergarten-Grade 3
- b. Grades 4-6
- c. Grades 7-8
- d. Grades 9-12

_____ 3. How would you describe your geographic location?
- a. Rural
- b. Small town (up to 3,000 people)
- c. Urban (3,001 and higher)

4. Check the following reasons you decided to start a home school.
- _____ a. Religious conviction and/or dissatisfaction with moral climate in public schools
- _____ b. Desire one-on-one instruction for your child
- _____ c. Dissatisfaction with educational progress of child
- _____ d. Special need(s) of your child not met in public school
- _____ e. Transient family due to parental occupation
- _____ f. Other, please list _____
- _____ g. Prefer not to say

_____ 5. How long do you plan to keep your children in a home school?
- a. One year
- b. Two-three years
- c. More than three years
- d. Permanently

6. Where do you get your primary curriculum materials? (Check all appropriate sources.)
- _____ a. Public schools
- _____ b. Public libraries
- _____ c. American Christian Education (ACE)
- _____ d. A Beka
- _____ e. Other, please list _____

7. Are any of the following included in your curriculum? (Check all that are included.)
- _____ a. Field trip
- _____ b. Physical education
- _____ c. Music
- _____ d. Art

8. Please check the following public school programs in which you participate.
- _____ a. Special education
- _____ b. Chapter 1
- _____ c. Chapter 2
- _____ d. Other, please list _____
- _____ e. None

9. How many years have you provided a home school?
- _____ a. One
- _____ b. Two
- _____ c. Three
- _____ d. Four or more

10. What plans do you have for your child's high school education?
- _____ a. Continue home school
- _____ b. Place in private school
- _____ c. Place in public school
- _____ d. Other, please indicate _____

11. What is your approximate annual cost for educating your child in a home school?
- _____ a. $200 or less
- _____ b. $201-$500
- _____ c. $501-$1,000
- _____ d. $1,001 or more

12. If it were possible, what assistance would you like from the public schools?
- _____ a Curriculum materials
- _____ b. Training for parents
- _____ c. Ability to participate in extracurricular activities of the school
- _____ d. Other, please list _____
- _____ e. None

13. What assistance would you like from the county superintendent?
- _____ a. Curriculum materials
- _____ b. Curriculum planning and/or lesson plan preparation
- _____ c. Achievement testing
- _____ d. Training for parents (please specify)
  _____
- _____ e. Other, please list _____
- _____ f. None

14. What assistance would you like from the Office of Public Instruction?
- _____ a. Information on teacher training conferences
- _____ b. Clarification on rules and statutes involving home schools
- _____ c. Distribution of OPI newsletters and other mailings
- _____ d. Other, please list _____
- _____ e. None

_____ 15. Do you have a support group for those involved in home schools in your community?

16. If so, how does it help you? _____
_____

_____ 17. Do your children have access to a computer in your home?

18. List the three biggest challenges in operating a home school.
- a. _____
- b. _____
- c. _____

19. List the three greatest rewards in having a home school.
- a _____
- b. _____
- c. _____

20. Other comments: _____
_____
_____
_____

Thank you again for your assistance. We should have the study completed by July 15, 1989. If you would like a copy of survey results, please place a check in the box to the right ☐

Please refold the survey form and staple so that the Office of Public Instruction address is on the outside.